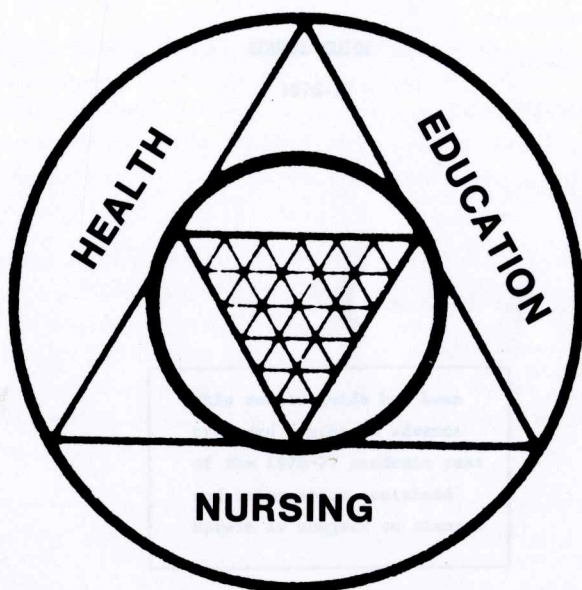


Arts

Health Education

Concordia University Loyola Campus

Faculty of Arts and Science





concordia
university

Faculty of Arts and Science

Concordia University Loyola Campus

Health Education

1976



LOYOLA CAMPUS

HEALTH EDUCATION

COURSE GUIDE

1976-77

This course guide has been prepared months in advance of the 1976-77 academic year and information contained herein is subject to change.

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TABLE OF CONTENTS

	<u>Page</u>
Community Nursing Programmes - Philosophy	1
Objectives	3
Purpose of the Programme	4
Sequence of the "Core" Courses	5
General Information	6
Certificate Programme In Health Education - Philosophy	8
Purpose, Objectives	9
Course Structure	10
General Information	10
Course Descriptions	12
Staff and Faculty	20

For Concordia University Calendar and Admission Forms call:
University Liaison Office 482-0320 Loc. 264
or write to:
University Liaison Office,
7141 Sherbrooke St., West,
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1.

COMMUNITY NURSING PROGRAMMES

Philosophy

Nurses, as health professionals, share the responsibility of providing for the health needs of society now and in the future. Nurses, as primary health care workers, should be prepared for the particular role they must assume. There is a need for a "re-socialization" of the nurse, due to an increase of knowledge in all areas, and the sophistication of the public. The nurse should be more health oriented than illness oriented; client oriented rather than institution oriented; independent and interdependent rather than dependent; accountable to the client and the community rather than to the physician and the institution.

The Concordia University Community Nursing Programme views the client from conception to death as an integrated whole, in a health/illness continuum. The students will recognize illness for its effect on the patient, family and community. They will also become aware of the impact of the total environment on the health of the client.

The programme seeks to relate scientific, humanistic and professional knowledge in the assessment of health needs. A global, sequential approach to the curriculum with reference to research methodology aims to enhance professional expertise. This approach applies to the identification of nursing problems, the ability to make clinical judgements, and the initiation of nursing intervention in the care of individuals and families within a community.

This curriculum will provide the graduates with a knowledge of the basic and behavioural sciences such that they will be able to

assume leadership in adapting health care to the family and community setting. As integral members of health teams, they will make nursing diagnosis and institute appropriate care. In order that the patient and family may enjoy optimum health, the graduates will know their limitations and make appropriate use of medical and other referral services where necessary.

The curriculum is sufficiently flexible to provide for the changing needs of the students, of the clients and of society. The courses are planned to develop self-confidence and leadership. Stress is placed on nursing competence through acquired knowledge and practice. Social accountability is emphasized. Participatory decision-making is described and observed in the field. Professional independence is contrasted with the interdependence of health workers in health team development.

Self-evaluation and peer review are considered an integral part of the curriculum. Students are encouraged to participate in the re-approval of their roles in response to the evolution of health care delivery, and to contribute to the continual evaluation of their curriculum.

Evaluation of the programme by the students, the faculty, the clients, the employers and the administrators is considered an important part of the curriculum.

Finally, the graduates of this degree programme are prepared to work in an "expanded role" and take professional responsibility for the nursing care of clients in a variety of settings. They are ready to assume leadership positions in hospitals and other health agencies within a defined frame of reference. They are not trained to work as independent practitioners.

Objectives:

The programme objectives of the Community Nursing courses are to prepare:

A versatile professional with a good background in the humanities, social and behavioural sciences and some specific aspects of health care, selected according to interests.

A primary health nurse, a generalist able to:

- help people in their search for good physical, emotional and social well-being.
- assess the health status and health needs of the individual, the family and the community, in whatever context.
- identify health problems.
- give suitable care or, when necessary, refer the client to other health professionals.
- follow up on the treatment.

A health educator able to:

- interrelate, collaborate and communicate effectively with others.
- teach and counsel people in the areas of health promotion, illness prevention, treatment, disability limitation, and rehabilitation.
- correlate education with specific behaviour and lifestyles.

A community-oriented professional who:

- understands the complexity of community dynamics and can develop strategies designed to modify individual lifestyles and institutional philosophies in the interest of improved well-being in the community as a whole.
- can help individuals, families and communities solve their health problems within the context of the nursing process, taking into account their physical and social environment and be aware of how cultural and economic status can affect the response to the intervention.
- can function effectively within a multidisciplinary team accountable and responsible to the clients and to the community served.

4.

Purpose of the Programme

The programme in Community Nursing is designed to offer further education to experienced Registered Nurses working in community settings such as schools, industry, community clinics, doctors' offices, hospital services and other agencies. Consideration has been given to the nurse's emerging role as a member of the multi-disciplinary health team and her interests in the fields of community nurse practitioner, health service administrator, health educator, and other specialities. Therefore, courses are designed for their relevance to society and professional needs in general, and to the needs of the student and consumer specifically. For this reason, the following options are offered:

1. B.A. Specialization Community Nursing (90 credits)
45 of these credits must be in Nursing (taken sequentially)
15 in Health Education and 30 are Electives
2. B.A. Major Community Nursing (90 credits)
45 of these credits must be in Nursing (taken sequentially)
the remaining 45 are electives
This option is offered to students who want to concentrate their studies in another discipline such as Sociology, Urban Studies, or others.
3. A Certificate may be granted to nurses having completed the 45 compulsory nursing credits.

SUGGESTED SEQUENCE FOR THE "CORE" COURSES OF THE B.A. IN COMMUNITY NURSING

<u>LEVEL 1</u> (Intro- ductory Courses Taken From Electives)	Man and His Total Environment	HEAL 421 ³ Personal Inter- relations
	Emphasis on Health	HEAL 300 ⁶ Fundamentals of Human Biology
	Stress and Adaptation	HEAL 400 ⁶ Clinical Epi- demiology and Biostatistics
<u>LEVEL 2</u>	Data Base On The Disease Process: Emphasis On Health Maintenance Through Nursing Intervention	Sub-level A
		NURS 320 ⁶ Interviewing and Counselling
		NURS 513 ³ Methods and Techniques of Teaching Health
		NURS 310 ⁶ Pathophysiology
		Sub-Level B
		NURS 401 ³ Pharmacology: The Nurse's Role
		NURS 407 ³ Pharmacology: The Nurse's Role
<u>LEVEL 3</u>	Nursing Process: Emphasis On Assessment Of The Client, Family and Community	NURS 300 ⁶ Nutrition
		NURS 504 ⁶ Physical Assess- ment
		NURS 330 ⁶ Community Health Nursing
		NURS 440 ⁶ Community Life: Family Struc- ture and Health Care Delivery

NOTE: At each level electives can be taken to complete the 5 full courses according to the student's interests. One level can be realized in one, two or even three years, depending on the number of courses taken annually. The average part-time student is able to take two full courses during the winter session and one full course during the summer session. Individual scheduling is organized for full-time students.

SELECTION

The main criterion for the selection of the students is that they should be nurses currently entered on the professional register and interested in changing some of their attitudes and their behaviours in practising nursing.

Students present all the characteristics of adult learners, therefore the curriculum is tailored to meet the needs of each student, taking into consideration such factors as: academic background, experience, time available and personal needs and expectations. Each student is invited for an initial interview for the planning of her programme. Subsequent interviews are offered to those students who need further advice.

ADMISSION REQUIREMENTS

Applicant must submit:

- 1) a current registration from the Order of Nurses of Quebec or proof of current registration in the province or country from which they come. Students coming from outside of Canada must have their documents evaluated by the O.N.Q.
- 2) evidence of at least ONE YEAR OF NURSING experience for FULL-TIME STUDENTS. Students should be active members of the profession when they reach Level 3 of the degree programme.
- 3) Supporting transcripts should be submitted to the Admissions Office with the admission form.

OTHER REQUIREMENTS:

The requirements of the University relative to progression in the programme, transfer, graduation, advanced standing, are the same for the Nursing students as for all other students. There are additional academic requirements in specific courses to assure safe nursing practice, e.g., 60% is required for the "core" courses. An overall mark of 60% is expected from the students in the degree programme.

PRE-REGISTRATION

Pre-registration is mandatory for:

- 1) entry into the Community Nursing Programme
- 2) course selection
- 3) selection of Health Education electives

Students are obliged to contact the HEALTH EDUCATION OFFICE (Local 420) early to make an appointment with the CURRICULUM CO-ORDINATOR FOR THE COMMUNITY NURSING PROGRAMME.

CERTIFICATE IN HEALTH EDUCATION

Philosophy

The health status of a community can be assessed by observing the life expectancy, mortality, rates, causes of death and morbidity of its members. However, taking W.H.O.'s definition of Health, "a state of complete physical, mental and social well-being, not merely the absence of disease or infirmity", lifestyle, environment and human biology become interlinked. Together, they influence the quality of life of an individual and have been collectively grouped as the main variables that make up the Health Field Concept.¹ Any health policy that aims at improving the health state of a people must take these variables into account. Thus, the measure for "wellness" of a community becomes much more than just an analysis of life expectancy, disease incidence and cause of illness.

One of the intervening strategies available to affect the health field of the individual or community is Health Education. Health problems can be analysed using the health field concepts but some of the solutions for improving the human condition are to be found in the theories and practice of health education.

The discipline of health education consists of assessing the learning needs of the individual or community. The health educator has to be able to plan strategies to affect health behavioural change, using the whole repertoire of educational technologies. He has to be competent in measuring health promotion outcomes and be able to re-adjust programmes on the basis of feedback and evaluation.

1. A New Perspective On The Health of Canadians, M. Lalonde, 1974.

Purpose

The purpose of this Certificate programme is to answer the needs of society as proposed by the Parent Report and further elaborated in the Castonguay Report. This Certificate will provide the educational foundation for effective health action in the community. It will stimulate students to assist in the delivery of social change programmes and make them aware of the socio-cultural, psycho-behavioural and educational processes that make up a health field strategy. Furthermore, the Certificate will give allied health workers the opportunity to become more effective in their work and professionally more competent.

Objectives

Students will be exposed to the processes of individual and group change. The objective is to combine exposure with skill development. Thus, students will be able to:

- analyse the dynamics of a group for health promotion.
- acquire knowledge on health problems and appraise the health education strategies required for successful intervention.
- participate in group activities as part of the change agent process.
- understand the networks for resource utilization and assess their importance to achieve health-oriented outcomes.
- contribute to health team building, creating a climate for openness and cooperation.
- assist in micro and macro problem appraisal from both a social and a health-oriented perspective.
- acquire communication skills to disseminate health information to the individual or group.
- be prepared to plan activities by objectives.
- appreciate the importance of evaluating outcomes in any health education programme or intervention.

COURSE STRUCTURE

42 CERTIFICATE IN HEALTH EDUCATION

6	COSE 300Z	Nutrition in the '70's
6	COSE 310Z	Health Problems (not given 1976-77)
6	COSE 320Z	Dynamics of Interviewing and Counselling
3	COSE 401A/B	Drug Use and Abuse
6	COSE 408Z	Group Structure and the Role of the Community Worker
6	HEAL 510Z	Community Mental Health and Social Problems (given Summer 1976)
3	COSE 513A/B	Methods and Techniques of Teaching Health
6	Electives	Students are encouraged to take a Human Biology course if they have not previously taken Biology.

PRE-REGISTRATION

Pre-registration is mandatory for:

- 1) entry into the Certificate in Health Education
- 2) course selection
- 3) selection of Health Education electives

Students are obliged to contact the HEALTH EDUCATION OFFICES (Local 406) to make an appointment to see the ACADEMIC ADVISER.

ADMISSION REQUIREMENTS

- a two-year pre-university programme in a CEGEP with the award of a diploma for Collegial Studies or equivalent, or
- three-year CEGEP diploma in a health-related field, or Mature Student entry, or Equivalent

Health Education Mandatory Core (36 credits)

COSE 300Z	Nutrition in the '70's	6 credits
COSE 310Z	Health Problems	6 credits
COSE 320Z	Dynamics of Interviewing and Counselling	6 credits
COSE 401A/B	Drug Use and Abuse	3 credits
COSE 408Z	Group Structure and the Role of the Community Worker	6 credits
HEAL 510Z	Community Mental Health and Social Problems	6 credits
COSE 513A/B	Teaching Techniques and Practice in Health	3 credits

Health Education Electives (6 credits)

HEAL 300Z	Fundamentals of Human Biology	6 credits
* HEAL 301A/B	School Health Programme	3 credits
HEAL 307A/B	Cell Functions In Health and Disease	3 credits
HEAL 351A/B	Hunger In The Classroom: The School's Role	3 credits
HEAL 361A/B	Community Health Information	3 credits
HEAL 400Z	Clinical Epidemiology and Biostatistics	6 credits
HEAL 403A/B	Community Dental Health	3 credits
HEAL 421A/B	Personal Interrelations	3 credits
HEAL 501A/B	Community Health Administration	3 credits
HEAL 503A/B	The Law and the Health Professional	3 credits
HEAL 515A/B	Communications Media	3 credits
HEAL 596Z	Independent Study (For Authorized Academic Travel Study)	6 credits
HEAL 372Z	Special Workshop: Human Sexuality	6 credits

* Not given in 1976.

COURSE DESCRIPTIONS (1976-77)

NURSING 300Z
(Also given as COSE 300)
Nutrition In The '70's

Prerequisite: Highly recommended HEALTH 300Z

This course will study the influence of socio-economic and political systems on the nutritional status of the individual, and the inter-relationship between food habits and the cultural, social psychological aspects of life. Topics will include diet-related problems such as obesity, heart disease, faulty eating habits, malnutrition. Food budgeting for all levels of the socio-economic structure will be examined. (6 credits)

NURSING 310Z
Pathophysiology

Prerequisite: HEALTH 300Z or special permission of the Department.
An applied physiology course as related to disease. The topics will cover the physiology of the red corpuscles and anemias, blood and circulation as related to heart disease, respiration, digestion, excretion, endocrines, reproduction, and the nervous system. Stress will be made on the application of physiology to the disease. (6 credits)

NURSING 320Z
(Also given as COSE 320Z)
Dynamics of Interviewing & Counselling

Prerequisite: HEALTH 421A or special permission of the Department.
A laboratory course in which the student examines the dynamics of interviewing, models of human effectiveness, and theories of counselling, as well as the principles of the helping relationship. Counselling techniques in staff relations and supervision will also be explored. The course demands a high level of observation, participation and involvement from each student. (6 credits)

NURSING 330Z
Community Health Nursing

Prerequisites: Highly recommended NURSING 320, 513, HEALTH 400.
The nature of community health nursing practice requires that current knowledge derived from the biological and social sciences, ecology, clinical nursing and community organization be utilized. This course in Community Health Nursing is concerned both with the health and the community as an interacting whole, and with the entire gamut of health care which embraces the promotion and preservation of the health of individuals, families and the community. This course includes specially-designed projects and fieldwork in the community, which provide learning experiences in relation to the overall objectives of the programme. (6 credits)

NURSING 401A
Pharmacology: The Nurse's Role

Prerequisite: NURS 310Z
This half course is designed to introduce registered nurses to the basic concepts of drug pharmacokinetics as the basis for rational therapeutics. Thereafter, stressing the collaboration and understanding the professional nurse must provide in modern therapeutics, the major drug classes will be reviewed. (3 credits)

NURSING 407B
Pharmacology: The Nurse's Role

Prerequisite: NURS 401A.
This half course is the continuation of NURS 401A. It will continue the review of the major drug classes. (3 credits)

NURSING 440Z
Community Life: Family Structure and Health Care Delivery

This course deals with family development through various stages of the family life cycle as seen in a developmental task framework. Prevention of disease, rehabilitation and community health resources are discussed in relation to problems seen at each of the various developmental stages. Clinical experiences in the form of home visiting is an essential and integral part of the process. (6 credits)

NURSING 491A, 493B*Selected Topics in Nursing**

Prerequisites: As determined by the Department

The theme and the methodology will vary according to the special interests of the professor and the needs of the students. The course is designed to provide students with the opportunity to extend their studies beyond the subjects already included in the curriculum.

(3 credits each)

NURSING 504Z**Physical Assessment**

Prerequisites: NURSING 300Z, 310Z, 320Z, 330Z, 401A/407B, 513A, or approval of the Director.

This course is designed to assist the nurse in developing skills in physical assessment and accuracy in reporting her findings so that other members of the health team are aware of the client's health status. Nursing intervention and/or referral to other professionals will be based on this information. Emphasis is placed on the ability to recognize normal systemic functions and their relation to disease. A Practicum will be scheduled in various hospitals, clinics and/or health centres approved by a faculty team. (6 credits)

NURSING 513A/B

(also given as COSE 513A)

Teaching Techniques and Practice in Health Education

Prerequisites: Highly recommended HEALTH 421A, NURSING 320.

Lectures and practice in instruction of small and large groups.

Emphasis will be on effective communication of health information to individuals and groups. Utilization of audio-visual aids in a variety of situations. (3 credits)

NURSING 595A, 597B**Advanced Topics in Nursing**

Prerequisites: As determined by the Department.

The theme will vary according to the special interests of the professor and the needs of the students. The course is designed to provide students with the opportunity to take advantage of the special interests and expertise of a professor and to develop this knowledge and abilities in an area not covered in the programme. (3 credits for each course)

*In the Fall, there is a possibility that two half courses will be given under these numbers: Community Genetics and Current Issues In Nursing.

HEALTH EDUCATION COURSES**HEALTH 300Z****Fundamentals of Human Biology (Advanced Physiology)**

A series of lectures designed to provide non-science students with a general survey of the fundamental principles of life, with emphasis on the structures and functions of man's nine systems. (6 credits)

HEALTH 301A/B**School Health Programme**

The prepared course of action taken by the school in the interest of the health of the school child and school personnel. It includes health services, health instruction, and healthful school living. Emphasis will be directed toward the need for coordination of hospital, school and community as suggested by Bill 65. (3 credits)

HEALTH 307A/B**Cell Functions in Health and Disease**

A comprehensive treatment of cellular physiology emphasizing its effects on man in health and disease. Topics will include cellular metabolism, genetics, immunology and infection. (3 credits)

HEALTH 351A/B**Hunger In The Classroom: The School's Role**

Review of evidence indicating existence of malnutrition in schools in Quebec. Followed by discussion of observable effects of hunger and malnutrition in the classroom. Discussion of various programmes and approaches by the school administration, the school board, the teachers, nurses, etc., taken to alleviate the problem. Topics of discussion will include: Action for school lunches; Malnutrition; Learning and Behaviour; Nutrition education programme. (3 credits)

HEALTH 361A/B**Community Health Information**

Lectures will be given by members of the Montreal Area Medical Profession on subjects in the field of Human Development. Emphasis will be on topics of current interest in community life such as: contraception, venereal disease, drugs, sexuality and parent/child relations as they relate to the individual's participation at home and in the community. (3 credits)

HEALTH 372Z**Special Workshop Human Sexuality**

Subject matter will vary from year to year, to take advantage of special interests in society. The 1976 courses will deal with "Psychological Concepts of Human Sexuality as they influence Family Planning and Sex Education". The study will explore variations in sexual patterning, therapy and counselling, biological, anthropological and ontological perspectives of sexuality. Open to educators, guidance counsellors, nurses, social workers, and psychologists. (6 credits)

HEALTH 400Z

(Also given as Bio-PE 632)

Clinical Epidemiology and Biostatistics

An introductory course on the methods of measuring the distribution and determinants of disease frequency in man. Measures of population health and health services utilization will be covered. Variability and the need of statistics will be stressed. (6 credits)

HEAL 403A/B**Community Dental Health**

This course is designed to enlighten the student of problems associated with dental care within the community. With the help of films and audio-visual aids, we will explore the realms of dentistry and consider the importance of the Dossier, Prevention and Rehabilitation. Our approach will permit the student to encourage open discussion and seminars during lecture hours. (3 credits)

HEAL 421A/B**Personal Interrelations**

This course is designed to provide an orientation to the field of interpersonal relationships and human awareness, focusing particularly on relating to and working with other people. Concepts of personal growth and development will be highlighted. (3 credits)

HEALTH 501A/B**Community Health Administration**

This half course will deal with several aspects of business management. Among the topics covered will be theories of human motivation, power and authority, organizational structures and procedures, change and management systems. In addition, emphasis will be placed on pertinent financial areas which can be of help to the student in future work. These will include: (1) elementary financial analysis; (2) the preparation, use and interpretation of budgets; (3) the acquiring and management of funds. The objective of the course will be to give the student an appreciation of the administrative tools of business. (3 credits)

HEALTH 503A/B**The Law and the Health Professional**

This course is designed for nurses, other health professionals and administrators working in various health services. The content would include: an analysis of Quebec and Canadian Law, civil and criminal liability and how it affects the health worker; the legal status of a hospital corporation and a community clinic and their interior workings. This course will also provide discussions of patients' rights, informed consent to treatment, recent Canadian court decisions on malpractice and other subjects of interest to students. (3 credits)

HEALTH 510Z**Community Mental Health and Social Problems**

Lectures will provide basic knowledge on the needs and behaviour of mental and emotional deviants in childhood, adolescence, and adulthood. Interaction with school systems (special education) and hospitals will form part of the course work. Emphasis will be on the care of ambulatory patients through community clinics which will involve the family of the patient as well. (6 credits)

HEALTH 515A/B

(Also given as ANDR 321)

Prerequisite: HEALTH 513 or equivalent.

This course is designed as a secondary course in methodology. It builds upon the principles established in COSE 513A/B, NURS 513 utilizing them in an electronic mode. In addition to the lectures, each student must make a presentation utilizing one or more of the media of the course. It is expected that hands-on experience will be provided with as many media as possible designed to place the student at ease in the use of electronic media. (3 credits)

COSE 300Z

(Also given as NURS 300Z)
Nutrition In The 70's

This course will study the influence of socio-economic and political systems on the nutritional status of the individual and the inter-relationship between food habits and the cultural, social and psychological aspects of life. Topics will include diet-related problems such as obesity, heart disease, faulty eating habits, malnutrition. Food budgeting for all levels of the socio-economic structure will be examined. (6 credits)

COSE 310Z

Health Problems

Prerequisite: Biology 300.

This course deals with areas selected for their epidemiological importance in understanding modern health problems. Topics will include the neurological basis of behaviour, problems arising from principles of heredity and their modern implications, ecology and pollution as related to our environment. The course will be geared to the interests of students and will vary from year to year. (6 credits)

COSE 320Z

(Also given as NURS 320Z)

Dynamics of Interviewing & Counselling

Prerequisite: HEALTH 421A or equivalent.

A laboratory course in which the student examines the dynamics of interviewing, models of human effectiveness, and theories of counselling, as well as the principles of the helping relationship. Counselling techniques in staff relations and supervision will also be explored. The course demands a high level of observation, participation and involvement from each student. (6 credits)

COSE 401A/B

Drug Use and Abuse

The course is structured to introduce non-medical personnel to the modern concepts of drug therapeutics, and to discuss the consequences of use and abuse of drugs. The drug classifications will include steroids, antibiotics, minor and major psycho-tropics and the potential chronic abuse of drugs such as amphetamines and other stimulants, barbiturates and other sedatives, hallucinogens, minor tranquilizers, opiate narcotics, alcohol and tobacco. (3 credits)

COSE 408Z

Group Structure and the Role of the Community Worker

Prerequisites: HEALTH 421A, 320Z

This course is developed to assist interested citizens, street workers, volunteers and individuals with no formal health training, but working as part of a multidisciplinary team, to identify their roles in order to play a more effective part as a community worker. Assignments will be directed toward practical applications of field-work to problem solving in a field of their choice: i.e. post-retirement, rehabilitation of drug addicts and alcoholics, single parents, etc. (6 credits)

COSE 513A/B

(also given as NURS 513A)

Teaching Techniques and Practice in Health Education

Lectures and practice in instruction of small and large groups.

Emphasis will be on effective communication of health information to individuals and groups. Utilization of audio-visual aids in a variety of situations. (3 credits)

STAFF AND FACULTY

Gladys Lennox, R.N., B.A., (Concordia), M.A. in preparation, Director
 Madeleine Bachand, R.H.S.J., R.N., B.Sc.Ed.N. (Montreal) Lic.Ped., (Montreal)
 M.Sc.(App.) (McGill), Curriculum Co-Ordinator
 Adam Lisiewicz, B.Sc., (Université de Montréal) M.Sc. (McGill)
 Ph.D. in preparation, Academic Advisor

Visiting Professors:

Douglas Baker, B.Sc., (U.B.C.), Director of Community Education,
 St. Lawrence College, Kingston. M.Ed. (Admin) in preparation
 Haskell Coplin, M.A., Ph.D., Psychology (Michigan)
 William Heidcamp, B.Sc., (Siena College, N.Y.), Ph.D. (Pittsburgh)

Part-Time Lecturers:

Darryl Albright, B.Sc., M.Ed. (N. Dakota), Ed.D. (Indiana)
 Carrol Ayers, B.Sc.Nut. (McGill), M.Sc.Nut. (London, Eng.)
 Denise E.M. Brigger, B.Sc., M.Sc. (Genetics) McGill
 Elizabeth D. del Rio, R.N., B.N. (McGill) Master's in preparation
 Heather Eisenbarth, B.Sc. (McGill), Master's in Education in preparation
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 Donald Zarowny, B.Sc. (Univ. of Manitoba), M.Sc. (Univ. of Manitoba) M.D.

Other Officers of Instruction:

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 Tutors, Montreal Children's Hospital - Director Emergency
 Hugh Scott, M.D., Director Residency Programme, Royal Victoria; Director
 for Medical Education at McGill; and a team of physicians
 as Tutors.